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ABSTRACT

This handbook discusses the techniques used in recruiting and retaining adult learners for an Adult Basic Education Program. Detailed suggestions concerning door-to-door recruitment include training of recruiters, desirable characteristics for recruiters, and procedures for home visits. Specific ideas for the use of newspapers, radio, television, posters, fliers, billboards, and marquees as recruitment techniques are presented. Suggestions for personalizing instruction in order to retain adult learners in the program are based on the importance of trained, dedicated teachers. Criteria for selecting an adult basic education teacher, ideas for conducting the first class, suggestions for personalizing instruction and motivating students, and a self-rating check list are outlined. Also contained in the handbook are a seven-item bibliography and eight pages of sample materials used in recruitment. (MS)

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RECRUITMENT & RETENTION OF THE ADULT LEARNER

2

ALABAMA STATE DEPARTMENT OF EDUCATION

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RECRUITMENT AND RETENTION
of the
ADULT LEARNER

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June 1975

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INTRODUCTION

The Adult Basic Education (ABE) program is designed to provide educational opportunities to adults who have not acquired the basic communication and computational skills. In the United States, approximately twenty-five million persons are estimated to be in need of remedial, basic education. Only a small percentage of these persons actually participate in the Adult Basic Education program. There is a need for better techniques to recruit more adults for Adult Basic Education programs.

The goal of the national Right to Read Program states that, "By 1980 ninety-nine percent of the people in the United States sixteen years old and older, and ninety percent of the people under sixteen, will be functionally literate."

With the premise that this goal could not be obtained without reaching the nonreading adult, the Alabama State Department of Education was funded for a special project coordinating Adult Basic Education and Right to Read to reach Level I adults through door-to-door recruiting and home-based instruction. The Adult Basic Education program has found that the less education the adult has, the more difficult he or she is to recruit into the program. The less motivated and highly illiterates have not availed and will not avail themselves of the opportunity to learn to read through the traditional Adult Basic Education program.

Indigenous paraprofessionals and volunteers were used to recruit Level I adults into local Adult Basic Education programs. Adults who could not or would not attend the regular Adult Basic Education classes were furnished a home-based instructor.

This handbook discusses the techniques used in recruiting and retaining adult learners.

RECRUITMENT INFORMATION AND TECHNIQUES

DOOR-TO-DOOR RECRUITMENT

The most successful recruitment method in reaching the Level I adult is the door-to-door method. This is probably the most difficult method and takes the most time. Untrained personnel should not be sent to recruit for Adult Basic Education programs. The best days for training volunteers to recruit are Tuesday and Wednesday mornings.

TRAINING OF RECRUITERS

WHAT SHOULD A RECRUITER KNOW? The basic characteristics of the potential adult learners are very important.

GENERAL CHARACTERISTICS OF THE POTENTIAL ADULT BASIC EDUCATION LEARNER

The Adult Basic Education learner

- may be very fearful of, and intimidated by, the school situation.
- will have definite educational goals. (The potential adult learner may want to learn to read in order to pass the driver's test or want to learn to read the Bible.)
- may have been a failure or a dropout in previous school situations.
- has a great need for a sense of dignity and a feeling of worth.
- will have an achievement level, mode and rate of learning, and ability different from every other adult learner.
- may have a great deal of knowledge in specific areas.

- may be more nonverbal than verbal.
- may be timid, unemployed, and unaware of job opportunities.
- may possess a negative attitude toward social institutions which represent authority.
- may have values, goals, and attitudes different from those of the typical member of the "middle class."
- may be very fearful of competition and evaluation.
- may have a slower reaction time and suffer some decline in sight and hearing.
- has had a great deal of experience in living.
- will be a part-time learner, often with heavy responsibilities at home, on the job, in the church, and in the community.
- expects information to be relevant.
- is a voluntary learner.
- may come from a low socioeconomic background.
- may be a highly successful and respected member of the community.

Paraprofessionals and volunteers living in a community where adults need Adult Basic Education make good recruiters. The people in the community know the recruiters, and the recruiters know many of the needs of the people. One paraprofessional recruited a young man when he came to her house to ask her to interpret his check stub.

RECRUITERS MUST BE COMMITTED

One of the many factors that must be considered in strengthening the linkage of Adult Basic Education is recruitment of the uneducated and undereducated adult.

The essential factor is to know and understand the people, their problems, attitudes, and desires. Many are shy, retiring, noncommunicative; some are worried, frustrated, and work long hours at menial tasks. Their lives have been filled with one disappointment after another. There are those who feel it isn't worthwhile. Some left school at an early age, vowing never to return. Others are hungry, ill-clothed, and would not dare enter a public building.

As recruiters for Adult Basic Education programs, these questions must be considered. How do you secure enrollees? How do you persuade men and women who have little or no formal education to return to school? How do you convince them that they should leave their home, their families, their friends, their favorite television programs, and a hundred other things just to learn to read and write or to improve their educational level?

This can be accomplished only by being totally committed to recruiting the uneducated and undereducated adult. In order for maximum success to be obtained, recruitment must be a total community effort.

DESIRABLE CHARACTERISTICS FOR RECRUITERS

- ★ Be committed.
- ★ Have concern for people.
- ★ Be dependable.
- ★ Have patience.
- ★ Have the ability to accept people as they are.

- ★ Have time to recruit.
- ★ Be interested in people.
- ★ Be receptive to training.
- ★ Have the ability to withstand rebuff.
- ★ Have appropriate personal appearance.
- ★ Know the community.
- ★ Know and understand the Adult Basic Education program.

(See Appendix A for Capability and Characteristic Evaluation Chart for Recruiters.)

WHO ARE SUCCESSFUL RECRUITERS?

- ♦ Adult Basic Education learners and former Adult Basic Education learners who are from the same target population
- ♦ Indigenous paraprofessionals who understand the Adult Basic Education learner
- ♦ Ministers, ministers' wives, Adult Basic Education teachers, volunteers, social workers, and other people who believe in Adult Basic Education and want to help the Adult Basic Education learners
- ♦ People who are excellent salesmen and who are not willing to take NO for an answer

HOW TO BE A SUCCESSFUL RECRUITER

A recruiter must be trained in how to recruit successfully.

BEFORE YOU GO

1. Be yourself! Be honest and sincere. Know your objective.

2. Understand the Adult Basic Education program. Know what is being offered.

3. Don't be rushed! Spend as much time as it takes to adequately explain the program. This usually takes between ten and fifteen minutes per family.

4. Dress appropriately. Be neat and clean but not overdressed. Wear comfortable shoes. Carry something to knock with (small piece of wood that will not scar door).

5. Know exactly what area you are to cover. This will prevent duplication.

6. Know where the nearest Adult Basic Education class or center is located.

7. Visit at least one Adult Basic Education class prior to doing any recruiting.

8. Don't try to recruit everybody in one day! It is better to properly recruit a few than to inadequately recruit an entire neighborhood.

BEWARES

- Do not go inside the house if the person appears to be high on drugs.

  Symptoms: Hands shaking, eyes dull and drowsy, speech slurred.

- ▲ Do not go inside the house if it is full of men and no women (especially for female recruiters).

- ▲ Do not go inside the house if the person is drinking.

WHILE YOU ARE THERE

1. Greet the potential adult learner warmly and identify yourself. Tell the person why you are there. Be sure to look at the person. Catch the potential adult learner's eye with a smile.

2. Address the individual by name if possible. It is helpful to know the person's name before the visit. In the housing projects, the names may be obtained from the project office. This often helps to get you invited inside.

3. Be empathic. Try to identify with the person's feelings and thoughts.

4. Give the adult one of the information fliers and explain it. Stress the following:

   - Adult Basic Education program keeps all records confidential.

   - Adult Basic Education program is **FREE!**

   - Adult Basic Education learner will not lose other benefits such as welfare or social security.

   - Adult Basic Education can give some of the basic skills needed to find a job or get a better job.

   - Adult Basic Education can be the beginning of job-training programs.

   - Adult Basic Education classes are good places to make new friends.

- Adult Basic Education cares about the adult learner.
- Adult Basic Education can show adults how to succeed in learning.
- Adult Basic Education is not the answer to all problems, but it can be the beginning of a more rewarding life.

5. Talk about things that are meaningful to the potential learner: children, home, pictures, pets.
6. Explain fully how Adult Basic Education can be beneficial to the learner immediately as well as in the future.
7. Explain the structure of the Adult Basic Education classes. Be sure that it is understood that attendance is not required for every class.
8. Listen carefully! Be able to identify needs, ambitions, main interest, number in family, and problems.
9. Ascertain the educational level of the adult.
10. Give examples of other adults in similar circumstances who have benefited from the Adult Basic Education program.
11. If the learner is interested, tell the adult that he or she will be called or otherwise notified the day before the class.
12. Be sure the adult understands when the classes are held.
13. Leave a card with the adult that will introduce him or her to the Adult Basic Education teacher. (See Appendix B for sample card.)
14. Tell the adult what to expect at the class. Inform the adult that you will be glad to go with him or her to the first class, if this is possible.

15. Listen for names of other prospective Adult Basic Education learners. They may be family members, friends, or neighbors who should be enrolled. Make a note of this on the Recruiter's Survey Card. (See Appendix C for sample survey card.)

AFTER YOU LEAVE

1. Record all pertinent information on the "Recruiter's Survey Card." In most cases it is advisable to complete this form after you have left the house.

2. Follow up! If the potential learner was interested but did not show up for registration, call or go by for a second visit. Take the survey card with you.

3. Don't forget the potential learner! Check periodically to see how the adult learner is progressing in the class. Listen to problems and share these with the Adult Basic Education teacher.

AFTER THE TRAINING
WHAT SHOULD BE DONE BEFORE THE RECRUITMENT?

1. One person should be in charge of the recruitment. This person should visit the area beforehand and map it out. Make maps of the area for the recruiters. Assign TWO recruiters to a specific area.

   Note: To recruit the young adult male, get one or two young adult males attending the Adult Basic Education program to recruit them. They can relate to this target group. White or black middle-age women cannot successfully recruit young men. In black neighborhoods, blacks can recruit better and in white neighborhoods whites get better results. A black and white together recruit well.

2. A flier should be designed to meet the needs of the Adult Basic Education program. Include the time, place, date, and telephone

number. Recruiters should print their names and telephone numbers on the flier. This gives an added personal touch. (See Appendix D for example of flier.)

3. Before recruiting, contact the local school principals in the recruitment area and have students carry home program fliers advertising the Adult Basic Education program. This will help to identify the recruiters.

4. When recruiting in a housing project, notify the person in charge. Request that a recruitment flier be placed on the bulletin board in the project office.

5. If possible, get names of potential learners from people in the neighborhood.

6. If potential learners are not at home, leave a flier in the door.

WHAT SHOULD BE DONE AFTER RECRUITING?

1. After recruiting, the person in charge should make a list of the names, addresses, and telephone numbers of the interested persons. This list should be taken to the Adult Basic Education teacher. The teacher should call the interested persons and personally invite them to the Adult Basic Education class. This means that the potential adult learners will have received a second contact.

2. After recruiting, the person in charge of the recruitment should bring the recruiters together to talk about their experiences. They will learn from each other and be encouraged and motivated by each other.

3. **Don't just do door-to-door recruitment once a year. Once the recruiters are trained, do door-to-door recruitment in a different location every eight weeks. This will help build community support for the recruitment endeavor.**

OTHER RECRUITMENT TECHNIQUES

THE NEWSPAPER

Much **FREE** publicity can be obtained for the Adult Basic Education program through the local newspaper. Many Adult Basic Education supervisors use the newspaper to promote their programs. In many newspapers, articles are often hard to locate. Much can be done to improve newspaper coverage. The Adult Basic Education supervisor should know the newspaper's city editor well and submit to him an article regularly. This will keep the news readers continually informed about the value of the Adult Basic Education program.

HELPFUL HINTS FOR NEWSPAPER PUBLICITY

I. Write in newspaper style.

1. Every story should include the following:

   a. lead—answers who, what, when, where, why, how
   b. body—expands the lead

2. Accuracy is essential.

3. Use common and familiar words (twenty words or less in a sentence).

4. The story should be short enough to attract attention and long enough to cover the subject.

5. Names and pictures of local people have special appeal.

II. Remember to

1. Ask reporters to do a feature story. These stories get better coverage.

2. Take the article to the newspaper typed in newspaper style. (See Appendix E for sample news release.)

3. Include pictures when possible.

4. Have prominent local people (mayor) endorse Adult Basic Education in the news.

5. Keep Adult Basic Education in the news all year long.

6. Write success stories on Adult Basic Education learners.

7. Get a local business to sponsor a newspaper advertisement for the Adult Basic Education program.

8. Get full newspaper coverage during Adult Education Week.

9. Write letter of appreciation to the editor.

RADIO AND TELEVISION

Both radio and television stations must do public service announcements. Through these media much FREE publicity can be obtained. Radio and television stations are eager to promote worthwhile programs as a public service.

BASIC IDEAS TO CONSIDER

1. Keep the radio spots short but attention getting (30- to 60-second spot announcements). Catchy phrases help attract attention. Have these taped so they can be used again. (See Appendix F for sample.)

2. Request the radio station to run a specific number of plays of your announcement. For example:

   - Three weeks before classes begin, have the station play the spot once every four hours.

- Two weeks prior to classes, intensify to once every two hours.

- During the week of class registration, play once an hour.

- If this frequency is not possible, remember that the more air play the announcement gets, the better the chances of reaching your target population.

3. Research has shown that the Adult Basic Education target population are prime television viewers. Use the television public service announcement programs to sell the Adult Basic Education program.

   - Appear on talk shows.

   - Have a slide made advertising Adult Basic Education with the call letters of the television station.

   - Have local television news cover important events of the program, such as Awards Night, Open House.

POSTERS, FLIERS, BILLBOARDS, AND MARQUEES

These four promotional devices can be used to attract potential Adult Basic Education learners. They should be colorful enough to catch the eye and forceful enough to help recruit potential learners.

POSTERS AND FLIERS

1. Posters and fliers should be colorful and imaginative.

2. These should provide the necessary information to tell when, where, and why of the Adult Basic Education program.

3. Posters may be displayed at shopping centers, banks, post offices, schools, employment offices, welfare offices, factories, grocery

stores, community action facilities, housing projects, laundromats, churches, and any other appropriate places.

4. Fliers may be distributed in the following ways:

—Have them put in grocery bags at the supermarket.

—Have them sent home by school children.

—Have them put in pay envelopes of factory employees.

—Have them distributed at PTA meetings.

—Have them put inside church bulletins.

—Have newsboys fold in with newspaper.

—Have them placed in office at housing projects.

—Have them placed in doctors' offices.

NOTE: The area vocational technical school's printing shop will print these for a minimal fee to cover materials.

BILLBOARDS

1. These should be attractive, informative and attention getting. (See Appendix G.)

2. Outdoor advertising companies will display public service announcements. This is an excellent recruitment tool to use during Adult Education Week. Be sure to contact the company several months in advance.

MARQUEES

Take marquee announcements to all businesses that have marquees, such as banks, motels, shopping centers, and restaurants. (See Appendix H.) This is an excellent recruitment device to be used during Adult Education Week.

OTHER RECRUITMENT IDEAS

1. Have the mayor declare Adult Education Week and sign a proclamation. Obtain newspaper, radio, poster, billboard, and marquee publicity.

2. Have visitation night where each Adult Basic Education learner may bring a guest. This person may be a potential Adult Basic Education learner. This will acquaint the visitors with a new way of learning and show them that learning can be fun.

3. Get permission from the local school board to check high school dropout files for names and addresses of potential Adult Basic Education learners.

4. Send information to all industries throughout your area, explaining the Adult Basic Education program and the opportunities that are available.

5. Send information to all clergymen. Have them announce the information from the pulpit and post it on the church bulletin board.

6. Have the Adult Basic Education learner fill out a name reference survey. The learner submits the names of at least three persons who might be interested in Adult Basic Education. Get volunteer recruiter or Adult Basic Education teacher to contact these people.

7. Send letter of information about the Adult Basic Education program to all local agencies, including the following:

—State Employment Service
—Department of Welfare
—Social Security Administration
—Vocational Rehabilitation
—Mental Health Center
—Community Action Committee
—Veterans Administration
—Family Court
—Area Vocational Centers
—Chamber of Commerce
—Public Library
—County Extension Service
—County Health Department
—Ministerial Association

Invite each of the agencies to visit the program. Give them information concerning curriculum, adult education program philosophy, and registration procedures and invite them to visit some of the Adult Basic Education classes. To enhance the Adult Basic Education program, use people from the above-named agencies as resource speakers. If possible, involve the community agencies with the Adult Basic Education program.

HOW DO YOU INVOLVE COMMUNITY AGENCIES?

An Effective Way to Approach
an Organization to Gain Support

☆ Determine the aims and goals of the organization and see how they are related to your program.

☆ Make a list of ways the various organizations can help you and in turn the way you can help them.

☆ Approach the proper person of an organization with your need for help.

- ☆ Present your program and show how it relates to the organization's goals and how you can work together to achieve these goals.

- ☆ Be sensitive to the feelings of the people with whom you are working.

- ☆ Be patient but persistent.

8. Make a packet consisting of Adult Basic Education brochure, schedule of classes, and registration form. Provide a packet for each welfare caseworker along with a letter inviting the potential learner to visit the program.

9. Write a letter to every PTA, offering your staff members and you as free speakers.

10. Make slides with synchronized cassette tapes to show and tell about the Adult Basic Education program. This may be used in speaking engagements, in-service training, and recruitment programs.

11. Have an Awards Night. Present certificates to adult learners for their achievement and participation in the Adult Basic Education program. Invite learners' families, friends, local government officials, school board officials, and community leaders. Have newspapers and photographers cover the event.

12. Using a public address system on a car or truck, go into the area where Adult Basic Education classes are held and broadcast the class registration. This is a good attention getter for the Adult Basic Education program. Obtain a permit from city government before using a sound car or truck.

13. At the local fair, have a booth advertising the Adult Basic Education program. This is excellent FREE publicity.

14. Every eight weeks have systematic recruitment, using those methods that bring you the best results.

15. IMPORTANT:
EACH TIME THAT YOU GET FREE PUBLICITY, SUCH AS NEWSPAPER, TELEVISION, RADIO, BILLBOARD, MARQUEES, BE SURE TO WRITE A LETTER OF APPRECIATION TO THE KEY PERSON FOR THE PUBLICITY.

RETENTION

Both recruitment and retention are dependent on the quality of the Adult Basic Education program. It is easy to sell a good program.

A dedicated and trained teacher is the key to a successful program. Nationally, one-third of the Adult Basic Education learners drop out of the Adult Basic Education program before completion, and many more are very irregular in attendance.

The National Advisory Council on Adult Education states that a major problem of the Adult Basic Education program is the shortage of trained personnel to teach undereducated adults.

A concerted effort must be made by the teacher to determine why an adult has chosen to return to school; then a curriculum must be developed to meet the adult's felt needs.

The recent annual reports of withdrawals in Adult Basic Education programs throughout the United States indicate that lack of interest ranks highest in the known reasons for withdrawals from the Adult Basic Education program. The seriousness of the problem of retention reflects how important it is for instructors, recruiters, and supervisors to work in a team effort to get and hold the interest of those who enroll.

Since the Adult Basic Education teacher is the key to a successful program, Adult Basic Education supervisors should carefully select the Adult Basic Education teacher.

CRITERIA FOR SELECTING ADULT BASIC EDUCATION TEACHER

- Pleasing and warm personality
- Ability to relate and get along with people
- A friendly attitude
- Flexibility and willingness to accept change
- Attractive personal appearance
- Empathy toward others
- A genuine interest in the Adult Basic Education program
- Competency in communication skills
- Sensitivity to the individual learner's needs
- Willingness to participate in courses in Adult Education for personal growth and development
- Punctual in habits, planning, organizing, and preparing activities
- Ability to change from pedagogy to andragogy teaching practices

The teacher plays an important role in supplying the necessary ingredients needed to develop a friendly, encouraging, and rewarding learning atmosphere that will draw the adults to class each week.

TO BEGIN, HAVE A SUCCESSFUL FIRST CLASS
(Some helpful suggestions)

1. Go to class with an open mind; welcome the adults as equals, not as inferiors.

2. Be sure the room has been comfortably arranged.

3. Provide an informal registration period. Talk with each learner personally. Use volunteers to help with registration.

4. Provide name tags to help everyone get acquainted.

5. Include an informal get-acquainted period. Allow each learner to introduce himself to the class.

6. Divide the class into small groups and have learners discuss activities they would like to do as a group.

7. End with refreshments. If the first class is enjoyable, the learners will want to come back.

HELPFUL HINTS FOR THE ADULT BASIC EDUCATION TEACHER THROUGHOUT THE YEAR

DO the following:

- ★ Treat learners as adults.
- ★ Find out learners' educational goals.
- ★ Help learners make a realistic plan for accomplishing their educational goals.
- ★ Let learners find success in every learning task. Give sincere praise. A word or two of praise, a pat on the back, or an appreciative smile can work wonders.

- ★ Determine the learners' education handicaps--reading level, mathematical skill--informally and individually during the first few classes.

- ★ Periodically check the learners' progress. Keep good records on work they have completed. Each learner should have a personal folder showing the learner's educational goals, inventory results, and accomplishments.

- ★ Make the learning experiences meaningful to the learners' everyday lives. Adults want to learn things that can help them on the job, at home, and in social situations.

- ★ Alternate the kinds of learning activities. Utilize lecture, group discussion, role playing, individualized instruction, question-and-answer sessions, and buzz groups. Some adults work better alone; others excel in group activity. Remember, variety is the spice of life!

- ★ Provide materials for enjoyment such as magazines, cards, films, records, and tapes.

- ★ Have a sense of humor! Be a friend. Let the learners know you are good-natured, cheerful, and capable of laughing with them.

- ★ Listen to their problems, aspirations, fears, likes, and dislikes. If they know you care about them and sincerely want to help, they will make every effort to come to class.

- ★ Have the learners share their experiences and knowledge with the class.

- ★ Be tolerant of the learners' beliefs, customs, and mannerisms. Many of these adults may reject middle class values. Accept the learners for what they are. We are all different. This makes for a more interesting world.

★ Anticipate and plan ahead. Nothing is more boring than an unprepared teacher. A teacher must plan-evaluate-plan constantly in order to provide the most stimulating learning atmosphere possible.

★ Plan for the learners' physical comfort:

- Provide comfortable chairs and informal seating arrangements.
- Keep the classroom at the proper temperature.
- Keep the classroom well lighted.
- Have a refreshment center handy or let the learners share the responsibility of bringing in snacks.

To retain the adult learner, it is important that the Adult Basic Education teacher **NOT DO THE FOLLOWING:**

Don't treat the adults as children.

Don't expect rapid learning. (Sometimes adults who have been out of school for many years take a little longer at learning tasks.)

Don't let the adult become frustrated, for the adult learner may never come back.

Don't ridicule the adult. As a teacher you must work to help the adult feel good as a person.

Don't give the adult a test the first night. Wait until the adult has become self-confident.

Don't conduct a highly structured class. Teachers of adults must be very flexible.

Don't make the adult feel he or she knows nothing. Use the adult's experiences.

SELF-RATING CHECKLIST FOR ADULT BASIC EDUCATION INSTRUCTORS

3 — I was very successful.
2 — I was moderately successful.
1 — I was unsuccessful.

[ ] 1. Did I have a basic plan for the session, but use it flexibly?

[ ] 2. Were the methods and procedures used as varied as possible?

[ ] 3. Was there a good social feeling in the group?

[ ] 4. Did I use the experience of the members of the group to make my teaching real and vital?

[ ] 5. Did I reflect in every way my conviction of the importance of broad values?

[ ] 6. Was I aware of the special needs and concerns of each individual in the group?

[ ] 7. Did I provide support and reinforcement for the learners who need it?

[ ] 8. Was the physical setting as attractive and comfortable as I could make it?

[ ] 9. Do I know my adult learners?

[ ] 10. Did I enjoy the class?[1]

[1] Axford, Roger W. *Adult Education: The Open Door.* Scranton, Pennsylvania: International Textbook Company, 1969.

RETENTION OF LEVEL I ADULTS

To retain the Level I adult learner, instruction must be on an individual, personalized basis. The lower the educational level of the adult, the more individual attention the adult must have. This adult requires instruction on a one-to-one basis. Many of these adults will not attend the regular Adult Basic Education class. For these adults, instruction must be taken to them. Through the use of volunteers and paraprofessionals, home-based instruction can be used to reach the illiterate and low educational level adult. When this adult experiences success with learning and advances educationally, he or she can then be encouraged to enroll in an Adult Basic Education class.

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APPENDICES

APPENDIX A

CAPABILITY AND CHARACTERISTIC EVALUATION CHART FOR VOLUNTEER RECRUITERS

	Low		Average		High	
DEPENDABILITY	1	2	3	4	5	+
PATIENCE	1	2	3	4	5	+
CONCERN FOR PEOPLE	1	2	3	4	5	+
TIME AVAILABLE	1	2	3	4	5	+
FORMAL EDUCATION	1	2	3	4	5	+
ABILITY TO ACCEPT PEOPLE	1	2	3	4	5	+
KNOWLEDGE OF ADULT BASIC EDUCATION PROGRAM	1	2	3	4	5	+
INTEREST	1	2	3	4	5	+
COOPERATIVENESS	1	2	3	4	5	+
RECEPTIVENESS TO TRAINING	1	2	3	4	5	+
ABILITY TO WITHSTAND REBUFF	1	2	3	4	5	+
ABILITY TO RELATE LEARNING TO LIVE SITUATIONS	1	2	3	4	5	+
APPROPRIATE PERSONAL APPEARANCE	1	2	3	4	5	+
EXPERIENCE IN VOLUNTEER SERVICE	1	2	3	4	5	+

APPENDIX B

RIGHT TO READ FOR ADULTS
DOOR-TO-DOOR RECRUITMENT CAMPAIGN

THIS IS TO INTRODUCE YOU TO THE ADULT BASIC EDUCATION PROGRAM. TAKE THIS CARD TO THE ABE CLASS WITH YOU.

TIME_____

PLACE_____

APPENDIX C

ADULT BASIC EDUCATION
RIGHT TO READ PROJECT

RECRUITER'S INFORMATION CARD

Name _____ Date _____ Phone _____

Address _____

Male ___ Female ___ Married ___ Single ___ White ___ Black ___ Other ___

Age: 18-30 _____ 31-45 _____ 46-60 _____ Over 60 _____

Special Interest: Church ___ Club ___ Other ___ Transportation _____

Employment Status _____ Grade Completed in School _____

Did Recruitee Enroll in ABE? Yes ___ No ___ Enrolled Before ? Yes ___ No ___

Follow-Up: Refer To _____ Call Again _____

Learner Available for Instruction: Day _____ Time _____

In Home _____ Class _____

Recruiter's Name _____

APPENDIX D

CLIP AND COME

FOR INFORMATION CALL

269-6548 OR 269-7278

SPONSORED BY

ALABAMA STATE DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION - RIGHT TO READ PROGRAM

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APPENDIX E

NEWS RELEASE

Adult Education classes will begin Tuesday, September 18, at the following locations:

Elementary, High, Church. These classes are for persons sixteen years of age or older who have not completed their high school education. Adults may study reading, writing, English, math, science, history, and also prepare for the high school equivalency exam (GED).

A morning class taught by will meet at the on Monday and Wednesday from 9:00 a.m. to 12 noon.

There is no charge for materials or instruction. If you, or a friend, would like to take advantage of this opportunity, come to these classes. For more information call , Adult Education

Learning Center is open Monday through Friday from 8:00 a.m. to 9:00 p.m. except Friday afternoons when the center closes at 4:00 p.m. The center is located on

APPENDIX F

30-SECOND RADIO ANNOUNCEMENT
PLEASE ANNOUNCE ON THE FOLLOWING DATES:

The Board of Education is offering FREE Adult Basic Education classes at Junior High School, Elementary School and the Adult Learning Center. Register on April 1 from 6:00 to 9:00 p.m. Classes are held on Monday and Thursday evenings from 6:00 to 9:00 p.m.

For further information call

30-SECOND RADIO ANNOUNCEMENT

ABE Coordinator: This is . I urge you to accept my warm invitation to complete your education! Adult Basic Education classes are offered FREE through the Board of Education! Decide NOW to get your high school equivalency certificate. Improve your ability to speak. Learn to read and figure. Attend Adult Basic Education classes in your neighborhood. Telephone my office, at

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For further information:

Bulletin 1975, No. 32

Bobbie L. Walden
Alabama State Department of Education
Division of Instruction
Adult Basic Education — Right to Read
111 Coliseum Boulevard
Montgomery, Alabama 36109

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306110-6992-1M-220-6-75AL